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ABSTRACT

This volume is about inservice education and training (INSET) and the professional development of teachers from four local educational authorities (LEAs) in England; the key role of teachers in providing and evaluating INSET; representations of varied styles of INSET; problem solving; and a range of alternative models and styles of INSET for practitioners to consider and adapt to their own needs. The book is organized into 10 chapters: (1) "The Context of In-Service Education and Training" (Robert G. Burgess); (2) "Styles and Strategies of Evaluating INSET" (Malcolm Newton); (3) "A Staff Development Group at Work" (John Connor); (4) "Being an INSET Coordinator" (Sheila Galloway); (5) "The Teacher as Trainer" (Marlene Morrison); (6) "Identifying INSET Needs" (Sheila Galloway); (7) "In-Service Training and Disruption in Secondary Schools" (John Connor); (8) "Professional Development Days" (Marlene Morrison); (9) "Continuity and Profession: The Case of Cross-Phase INSET" (Sheila Galloway); and (10) "Epilogue: Does In-Service Education Have an Effect on Classroom Practice?" (Robert G. Burgess and Sheila Galloway). (Contains approximately 100 references.) (LL)

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